DOCUMENT RESUME

ED 478 670 RC 024 122

TITLE	The 2003 Secondary School Tracking Report. Diminishing Support in a Harsher Environment.
PUB DATE	2003-03-00
NOTE	72p.; Produced by People for Education.
AVAILABLE FROM	For full text: http://www.peopleforeducation.com/tracking/summrpts/second/03/full.PDF.
PUB TYPE	Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	Class Size; Disadvantaged Schools; *Educational Equity (Finance); *Educational Policy; English (Second Language); Foreign Countries; *Funding Formulas; School Libraries; School Maintenance; School Personnel; *School Size; School Surveys; Secondary Education; *Secondary Schools; Special Education; State Aid; Student Transportation; *Teacher Student Ratio
IDENTIFIERS	*Ontario

ABSTRACT

People for Education has tracked the effects of funding and policy changes on Ontario's secondary schools since 2000. In 2002-03, 168 public and Catholic secondary schools were surveyed province-wide. Findings indicate that high school has become a harsher environment for students as schools have become larger and student-to-staff ratios have increased. Teachers and guidance counsellors were responsible for more students than in 2000-01. The number of schools reporting regularly scheduled access to psychologists and social workers had decreased, and waiting lists for special education assessment had grown. The numbers of English-as-a-second-language teachers and programs were declining while immigration was increasing. Ontario's funding formula favors larger schools and assumes that the distribution of school sizes will average out within a school board. However, many rural and northern boards with higher numbers of small schools lack the enrollment base to ensure adequate staffing. Forty-three percent of schools surveyed did not have enough students to receive funding for a librarian. The majority of schools didn't have enough textbooks. There had been little change in access to computers in schools. Most schools charged lab and material, activity, and/or athletic fees. Only the most urgently required work was being done on school buildings, and repairs and maintenance were being deferred. Higher fees were making the use of public spaces in secondary schools unaffordable for many groups. Most rural schools in northern and eastern Ontario had some students on buses for more than 2 hours each day. Four recent studies validate the concerns raised by this tracking report. Eleven policy recommendations are presented. Four appendices present a portion of the education act, number of responses per survey question, number of schools responding per board, and class size information. (Contains 40 endnotes) (TD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 478 670

THE 2003 SECONDARY SCHOOL TRACKING REPORT

Diminishing Support in a Harsher Environment

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Jacqui Strachan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

People for Education

RC 024122

BEST COPY AVAILABLE

THE 2003 SECONDARY SCHOOL TRACKING REPORT

Diminishing Support in a Harsher Environment

The 2003 Secondary School Tracking Report

© March 2003

Published by
People for Education

People for Education is a not-for-profit group working in support of fully publicly-funded education in Ontario

People for Education
P.O. Box 64, Station P
Toronto, Ontario M5S 2S6

phone: 416-534-0100
fax: 416-536-0100
e-mail: p4e@peopleforeducation.com
web site: www.peopleforeducation.com

CONTENTS

Acknowledgements iv

A Letter from Annie Kidder v

Executive Summary and Recommendations

The Survey 2

A Harsh Environment for Students 2

Key Findings 3

Recommendations 8

Survey Findings and Background

Enrolment and Staff 11

Class Size 15

Special Education, Psychologists, Social Workers, and Youth Workers 17

English as a Second Language 27

Library 29

Fundraising 32

Textbooks 35

Computer Technology 37

Fees 39

School Building 42

Community Use of Schools 44

Busing 46

Extra-curricular Activities 49

Comments From The Surveys 50

Methodology 52

Appendices 55

Endnotes 62

ACKNOWLEDGEMENTS

The People for Education Tracking Project includes the work of many dedicated individuals.

Thank you to Dr. Doug Hart, *Ontario Institute for Studies in Education at the University of Toronto;* Lou Rocha, *Executive Director, Catholic Principals' Council of Ontario*; Helen Spence, *President, Ontario Principals' Council*; Jeff Sprang, *Ontario Public School Boards' Association, Director of Communications and Media Relations*; Nancy Myers, *Co-Chair, Ottawa-Carleton District School Board SEAC;* Janis Jaffe-White, *Toronto Family Network;* Karen Laurence; Stephanie Lever; Julie Lorinc and Dennis.

Special thanks to the members of the People for Education Network who worked in their regions to ensure a high response rate this year: Jill Curzon, Joanne Dies, Anne Finlay-Stewart, John Hoffman, Kevin Larson, Mirka Orde and Jon Wright.

We thank the Walter and Duncan Gordon Foundation for their support and advice and we gratefully acknowledge the generous financial support of foundations and our many individual donors.

Tracking Co-ordinator
Laurie Matheson

Research Analyst
Diane Dyson

Editors
Kathy Bradden
Valerie McDonald

Writers
Kathryn Blackett
Kathy Bradden
Patricia Chartier
Diane Dyson
Annie Kidder
Cathy Mallove
Valerie McDonald
Gay Stephenson

A Letter from Annie Kidder

March 6, 2003

Dear Friends,

Over the last four years, Ontario's secondary school students have borne the brunt of a massive amount of change. They have dealt with new curriculum on every level, a new system of "destination streams", the elimination of the OAC year, and labour unrest that included the withdrawal of extra-curricular activities. Basic and general level courses have been eliminated, and, this year, a double cohort of graduating students is competing for spaces in universities and colleges across the province.

We have been tracking the effects of funding and policy changes on Ontario's secondary schools for the last three years. As the report shows, a number of worrying trends have emerged. These trends, combined with an increased failure rate in math and English and a projected increase in the dropout rate, are indicative of poor planning and even poorer implementation of nearly every aspect of secondary school reform. It is urgent that the government move as quickly as possible to undo some of the damage.

Dr. Mordechai Rozanski, and the government's At-risk Working Group have provided a number of recommendations which would alleviate some of the pressure on secondary students. Our report makes additional recommendations as to necessary changes to the funding formula.

It is time for all those involved in the education system to move beyond the polarized debate students have lived with for the last few years. We need a positive vision and a coherent plan for our education system that will give all students access to the schools and the programs they need in order to be successful.

Sincerely,

Annie Kidder
People for Education

EXECUTIVE SUMMARY AND RECOMMENDATIONS

EXECUTIVE SUMMARY

THE SURVEY

People for Education, with the help of parents and principals across the province, has tracked the effects of funding and policy changes on Ontario's public education system since 1997 in elementary schools and in secondary schools since 2000.

Our Tracking Surveys act as an information tool for parents and others with an interest in education issues. They focus on the quantifiable resources available in schools across the province and track any disparities or changes which occur. The resulting data provide an annual picture of the impact of education policy and funding changes.

A HARSH ENVIRONMENT FOR STUDENTS

The results of this year's Secondary School Tracking Survey show that high school has become a harsher environment for students.

Schools are larger and student-to-staff ratios have increased. Teachers and guidance counsellors are responsible for higher numbers of students. The number of schools reporting regularly scheduled access to psychologists and social workers has decreased and over the past two years waiting lists for special education assessment have grown.

Since 2001, over 73,000 students have failed the Grade Ten Literacy Test, a requisite for graduation. Thousands of students are at risk of dropping out but the staff and programs that would help keep them in school and give them a greater chance at success are being cut at an unprecedented level.

Over the last five years our tracking reports have raised many concerns about the effects of inadequate funding on schools and their communities, and a number of recent studies validate these concerns.

The Education Equality Task Force, chaired by Dr. Mordechai Rozanski, completed its review of the Funding Formula in 2002.[1] Dr. Rozanski's report supports our finding that Ontario's schools lack sufficient resources for students.

The Schools We Need,[2] a report from the Ontario Institute

for Studies in Education at the University of Toronto (OISE/UT), confirms that hastily implemented policy and the lack of a coherent plan for education have had a detrimental effect on Ontario's education system.

In a report commissioned by the province to track the implementation of the new secondary school curriculum, Dr. Alan King of Queen's University predicts a substantial decline in graduation rates, particularly for students taking Applied and Locally Developed courses.[3]

Making the Most of Community Space,[4] a report from the United Way of Greater Toronto, confirms our finding that the Funding Formula has made the use of space in secondary schools unaffordable for many groups.

People for Education is calling on the provincial government to implement the recommendations in Dr. Rozanski's report, and to formulate education policy that will guarantee schools the programs and resources necessary to educate every student.

KEY FINDINGS

Enrolment and Staffing

Despite convincing evidence that secondary schools in the 600 - 900 student range work best for students[5] the Funding Formula is geared toward larger schools. Our findings show that secondary schools are bigger than they were three years ago and student-to-staff ratios are higher.

Since 2000/01:

- there has been a 21% increase in the ratio of students to guidance counsellors, from 360:1 to 436:1 this year,
- student-to-staff ratios for principals are 8% higher and for teachers are 3% higher, and
- median school size has increased by 8%, from 890 students to 964 this year.

The Funding Formula assumes that the distribution of school sizes will average out within a school board, but for many northern or rural boards this is not true. Boards with a higher number of medium and small schools are at a disadvantage. Their enrolment base is not sufficient to ensure adequate staffing at

every school.

- Only 57% of Ontario secondary schools have enough students to generate funding for a full-time principal or a full-time teacher-librarian. Boards ensure that schools have principals by making cuts in areas like library, textbooks and specialist teachers.

Class Size

Seventy per cent of the classes in our survey are over the provincially mandated average size of 22. Class size is not capped, and is based on a board-wide aggregate.

Special Education

The number of schools reporting regular access to psychologists and social workers has gone down each year since 2000/01, and there has been:

- a 28% increase in the overall average number of special education students per special education teacher,
- a 28% decrease in the number of schools reporting regularly scheduled access to psychologists,
- in schools reporting regularly scheduled access to a psychologist, there has been a 50% decrease in the average number of hours psychologists were available each month, and
- there has been a 12% increase in the number of schools reporting that youth workers are not available.

Only 40% of students identified as having special needs passed the Ontario Secondary School Literacy Test (the Grade 10 Literacy Test) in 2002.[6]

English as a Second Language (ESL)

The number of English as a Second Language teachers and programs in secondary schools is declining at a time when immi-

gration to Ontario is on the rise. Nearly 60% of all immigrants arriving in Canada settle in Ontario's large urban areas.[7]

- 10% of the schools reported that they had ESL students but no ESL programs or teachers, compared to 4% in 2000/01, and
- 63% of ESL students failed the Grade 10 Literacy Test, compared to a 25% failure rate for all students writing the test in 2002.[8]

Library

Forty-three per cent of the schools in our 2002/03 survey had fewer than the 909 students required to generate funding for a full-time teacher-librarian.

Fundraising

Province-wide, parents, students and teachers raised approximately $14 million. In addition, local businesses, corporations, community associations and alumni contributed approximately $10 million to schools province-wide.

While some funds were directed to charities and student activities, 37% of schools reported raising money for educational needs such as library books, textbooks, musical instruments and computers.

Textbooks

Teachers are teaching a new curriculum in every grade, but a majority of schools have insufficient numbers of textbooks. Funding for textbooks is still set at 1997 levels.

Despite additional funding announced last year:

- 56% of schools reported a shortage of textbooks, and
- 76% reported worn or out-of-date textbooks.

Computer Technology

Over the two years of our study, there has been relatively little change in access to computers in high school.

Fees

Seventy-seven per cent of schools charge lab and materials fees, 91% charge student activity fees, and 78% charge athletic fees, which range from $2 – $250. Ninety-six per cent of the schools in our 2002/03 sample reported subsidies available for students who are unable to pay fees.

School Building

Schools reported that only the most urgently required work is being done and repairs and maintenance are being deferred.

- 40% of schools reported at least one general upgrade (roof, furnace, paint, carpet, furniture, etc.) is required but not approved.

Community Use of Schools

The provincial Funding Formula makes no provision for community use of schools. Higher fees have made the use of public spaces in secondary schools unaffordable for many groups.

- 94% of secondary schools now charge user fees for community space, up 21% since 2000/01, and
- 30% of schools charging fees reported an increase in user fees since last year.

Busing

Nearly three-quarters of the secondary schools in northern and eastern Ontario have some students on buses for more than two hours each day.

According to the provincial auditor, funding for transportation declined by 7% between 1993 and 1999.[9] In the same period the number of students increased significantly, as did the costs of fuel, maintenance and insurance. The effect has been a dramatic decline in real funding for transportation.

Extra-Curricular Activities

In the fall of 2001, extra-curricular activities were restored in most secondary schools after a labour dispute had disrupted them for much of the previous school year.

- 94% of schools report some extra-curricular activities, compared to 90% in 2001/02.

RECOMMENDATIONS

1. In December 2002, Dr. Mordechai Rozanski made a number of recommendations which, if implemented, would correct many of the problems in the Funding Formula. People for Education recommends that the provincial government implement all of Dr. Rozanski's recommendations in time for the 2003/04 school year.

2. People for Education recommends that the provincial government:
   - change the funding formula to reflect research on the optimum size for secondary schools, and
   - formulate a policy outlining which programs and resources should be available in every school, regardless of size, and then fund them accordingly.

3. People for Education recommends that the provincial government:
   - provide additional funding to ensure that no class has more than 30 students, and
   - continue to provide per pupil funding at a rate of 42.86 teachers per 1,000 students, so that secondary schools can continue to offer low enrolment courses.

4. People for Education recommends that the provincial government:
   - adequately fund the Special Education Per Pupil Amount (SEPPA), and protect the allocations in the Funding Formula for psychologists and social workers,
   - ensure that boards with small populations have access to these professionals, and
   - provide funding for a sufficient number of special education teachers and educational assistants to allow school boards the flexibility to make local choices about how to deliver special education programs.

5. People for Education recommends that the provincial government change the criteria for English as a Second Language funding to:
   - accommodate all students who do not speak English, regardless of place of birth,
   - provide ESL instruction until students are proficient in English, and
   - modify the Ontario Secondary School Literacy Test to address the needs of ESL students.

People for Education recommends that the provincial government change the funding formula to ensure that every secondary school has a library that is open

6. full-time, staffed by a teacher-librarian, and has an adequate, protected acquisitions budget.

7. People for Education recommends that the provincial government:
   - ensure funding for adequate numbers of appropriate textbooks,
   - set funding benchmarks for textbooks to reflect inflation and rising costs, and
   - increase the Foundation Grant to provide adequate funding for materials necessary to support or complement the curriculum.

8. People for Education recommends that the provincial government change and sufficiently fund the school renewal allocations for repairs and renovations.

9. People for Education recommends that the provincial government recognize and fund community use of schools in the Funding Formula.

10. People for Education recommends that the provincial government develop a funding formula for transportation which:
    - is pegged to fuel costs,
    - sets a limit on the amount of time any student may spend on the bus each day, and
    - recognizes that students need to participate in activities outside school hours.

11. People for Education recommends that the provincial government address the needs of the large number of students whose graduation is in jeopardy by:
    - developing an appropriate curriculum for students who would previously have studied at the basic or general level in secondary school,
    - developing an alternative secondary school graduation certificate outlining the skills and accomplishments of students studying at a basic level, and
    - modifying the Ontario Secondary School Literacy Test to address the needs of ESL students.

SURVEY FINDINGS AND BACKGROUND

ENROLMENT AND STAFF

"We are a small community school. Because of the funding formula, we are constantly being squeezed – secretarial time, V-P time, guidance and special ed. We are, in fact, near capacity, but because of the funding formula we are not entitled to a full-time principal or vice-principal. We are reduced to bare bones in secretarial time, do not have a full-time (8 periods) special education teacher or guidance counsellor. The library is only staffed for two periods a day."

Secondary School,
District School Board of Niagara

Ontario school boards receive funding from the province on a per pupil basis, so enrolment has an impact on the programs and services in individual schools.

In each year of our survey school size has grown and staff size has increased, but not at the same rate. As a result, student-to-staff ratios are poorer.

Because funding is provided on a per pupil basis the Funding Formula works best for larger schools. Despite the evidence of several recent studies which show the optimum size for secondary schools is between 600 and 900 students,[1] the median school size has increased over the past two years. Since 1999, 24 small Ontario secondary schools have been closed and 16 more are currently under review or slated to close.[2]

Enrolment, funding and resources

We asked schools to report on their full-time equivalent (FTE) numbers of students and staff.

In our 2002/03 survey:

- the median* school size has increased 8%, from 890 students in 2000/01 to 964 students in 2002/03, and
- 43% of schools had too few students to generate funding for a full-time principal or a full-time teacher-librarian, compared to 52% in 2000/01.

The Funding Formula allocates money to school

** The median is the mid-point number in a frequency distribution at which the response has an equal probability of falling above or below that number.*

boards according to the following staff-to-student ratios. Funding for these positions is not protected and boards

FUNDING FORMULA PER PUPIL FUNDING ALLOCATION	
STAFF	# OF STUDENTS TO GENERATE FUNDING
1 full-time principal	909
1 full-time vice-principal	667
1 full-time teacher-librarian	909
1 full-time guidance teacher	385
1 full-time office staff	188

are permitted to use the funding to pay for other programs and services.

"There is not enough teacher time assigned to Guidance, Library and Special Education. There is no administration time for department heads. I am concerned about the stress placed on 'double cohort' graduates."

Secondary School,
Upper Grand
District School Board

The Funding Formula assumes that the distribution of school sizes averages out within a school board. As a result, boards with higher numbers of medium and small schools, such as those in northern or rural Ontario, are at a disadvantage. The enrolment base of these boards is not sufficient to ensure minimum staffing at every school. This problem can be aggravated when enrolment shrinks, as some costs such as heat, light, maintenance and office staff remain constant regardless of the number of students.

In the Fall of 2001, a working group for the Ministry of Education estimated that boards with a decline in enrolment have, on average, a 20% revenue gap between actual costs and revenue from student-focused funding.[3] The Funding Formula provides a Declining Enrolment Adjustment which lasts for two years. In his Education Equality Task Force report Dr. Mordechai Rozanski recommended extending this to three years.

Staffing

"As a small school our ability to offer a good array of mandatory courses is extremely challenging due to small numbers of students requiring them. Correspondence courses are not available for the new curriculum and some students have had to leave the school because the courses they needed were not available."

Secondary School,
Superior-Greenstone
District School Board

As school size has grown, staffing has shown some improvement.

In our 2002/03 survey:

- 99% of schools reported having a full-time principal, up from 95% in 2000/01, and
- 91% reported a vice-principal in the school, up from 84% from 2000/01.

Although staffing has increased, staff-to-student ratios have not improved.

Our 2002/03 survey shows staff-to-student ratios of:

- one principal per 951 students, up 74 students since 2000/2001,
- one vice-principal per 656 students, up 39 students since 2000/2001,
- one guidance counsellor per 436 students, up 76 students since 2000/2001,
- one department head per 87 students, unchanged since 2000/2001,
- one teacher per 17 students, up 0.57 students since 2000/01,
- one office staff per 202 students, up 11 students since 2000/2001, and
- one custodian per 152 students, down 10 students since 2000/01.

"It is increasingly difficult to keep a good school going with less money each year and less support staff – secretaries, custodians, and vice-principals. The ministry needs to come up with a better funding model if we are to manage safe, clean, supportive schools."

Secondary School,
Simcoe County
District School Board

Guidance Counsellors

Guidance counsellors act as career counsellors, assist students with course selection and timetabling, help them select appropriate curriculum streams, advise students with personal problems and crises, and help students apply to co-op placements and post-secondary institutions. They may also teach other subjects.

When OAC is eliminated this year, there will be a dramatic increase in the number of graduates, all of whom

"We are a rural school and small. The school is vital to the community. We recognize that it costs more to educate our students because we are rural and small. We have had our Guidance and Teacher-Librarian reduced. Our library is closed at times during the day. Last year 17% of the total school budget was spent on busing for extra-curricular activities."

Secondary School,
Thames Valley
District School Board

will need guidance in planning their options for post-secondary education.

The Funding Formula allocates funding for one full-time guidance counsellor per 385 students.

Our 2002/03 survey shows:

- an average of 436 students per guidance counsellor, up from 360 in 2000/01, and 13% higher than the provincial allocation.

Funding for guidance counsellors is not protected, and boards can use the money allocated for guidance counsellors to fund other programs and staff.

Recommendations:

People for Education recommends that the provincial government:

- change the funding formula to reflect research on the optimum size for secondary schools, and
- formulate a policy outlining which programs and resources should be available in every school, regardless of size, and then fund them accordingly.

BEST COPY AVAILABLE

CLASS SIZE

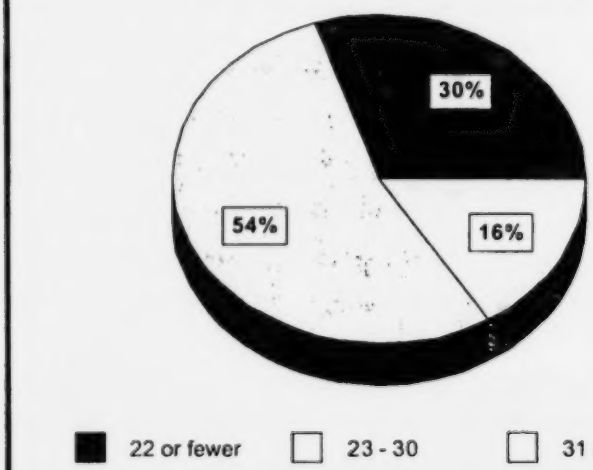
The Education Act *(see appendix A)* requires that school boards have an average of 21 students per class in secondary schools. This average does not include special education classes. Though the Act mandates an average class size of 21, it allows school boards to pass resolutions increasing that average to 22.

Because class size is not capped, and is based on a board-wide aggregate, it is possible for school boards to have a wide range of class sizes, depending on the course, the grade, and the size of the school.

To gather an accurate picture of class size we chose a mandatory subject that students in every grade must take. We asked schools to report on the range of sizes of their English classes, or, in the case of French-language schools, of their French classes.

Nearly three-quarters of the classes in our survey were over the government-mandated size.

2002/03 AVERAGE CLASS SIZE



Schools in English language boards reported on the average size of English classes and schools in French language boards reported on the average size of French classes.

Recommendation:

People for Education recommends that the provincial government:

- provide additional funding to ensure that no class has more than 30 students, and
- continue to provide per pupil funding at a rate of 42.86 teachers per 1,000 students, so that secondary schools can continue to offer low enrolment courses.

BEST COPY AVAILABLE

SPECIAL EDUCATION, PSYCHOLOGISTS, SOCIAL WORKERS AND YOUTH WORKERS

"...the school system is becoming a harsh environment for less advantaged and diverse student populations, particularly special needs and ESL students. The high failure rate in the Grade 10 literacy test, particularly for students in the applied program, was unanticipated, or at any rate, there was no plan to address the problem and avoid discouraged students from dropping out of school."

The Schools We Need, Ontario Institute for Studies in Education[1]

Special education grants provide funding for the additional costs of delivering special education programs and services. The Special Education Per Pupil Amount (SEPPA) is based on a board's total enrolment. It is intended to pay for the entire range of programs and services from psychologists, social workers and educational assistants to remedial and congregated classes. The SEPPA amount drops from $500 per pupil at the junior elementary level to $243 per pupil for secondary school students.

The Intensive Support Amount (ISA) provides funding for a very small number of high needs students who meet a strict set of criteria. Boards submit ISA claims for each individual high needs student. When the grant process is fully implemented boards will receive funding in proportion to the total number of claims approved. The money is pooled with the SEPPA funding, rather than being assigned to individual students.

Staff and Students

In our 2002/03 survey, 95% of schools reported having special education students.

In schools reporting special education students:

- 15% of the school population received special education services, compared to 14% in 2000/01,
- there was an average of 3.2 special education teachers per school compared to 3.4 in 2000/01, and
- there was an overall average of 46 special education students for every full-time special education teacher compared to 36 students per teacher in 2000/01.

The increase in the ratio of special education stu-

dents to special education teachers is attributable to a number of factors: a slight increase in the numbers of students being identified for special education, a slight decrease in the number of special education teachers and an overall increase in the average number of students per school.

Educational Assistants

Educational assistants may assist in a special education class or may be assigned to a regular class to assist with a student with special needs.

"Reduction in the number of EAs and EA hours worked."

Secondary School, Simcoe County District School Board

We asked schools to tell us how many full-time equivalent (FTE) educational assistants they had.

In our 2002/03 survey, schools reported:

- an average of 4.5 educational assistants assigned to special education, and
- an average of 1 educational assistant to 50 special education students.

"Reduced EA support."

Secondary School, Trillium Lakelands District School Board

Because some special education and vocational schools had high numbers of educational assistants, which pulled the average up, we also looked at the median numbers. *(The median is the midpoint number in a frequency distribution at which the response has an equal probability of falling above or below that number.)*

Our 2002/03 survey shows:

"Decrease in Educational Assistants."

Secondary School, Toronto District School Board

- a median of 2.6 educational assistants per school, and
- a median of 1 educational assistant to 32 students.

Nearly one-third of the comments about special education concerned decreases in staffing and, specifically, cuts to educational assistants.

Programs and Placements

The new secondary school curriculum offers few

program choices for students with special needs. In the past, many students who were marginally successful in elementary school were enrolled in the basic level program, but this program no longer exists.

In grades 11 and 12, students in the Applied stream may go on to the Workplace stream, but many school boards are finding that a high proportion of students are unable to pass the grade 9 and 10 courses in Math, Science and English. Thus there is no clear path for them to get to the Workplace stream, and they are unable to accumulate all the required credits for graduation.

"Our board does not get funding for 'non-credit' courses. This is what we are supposed to offer students who are not ready for the 'Rigorous Curriculum.' How do we get students to embrace non-credit courses? How can we offer them if we do not receive funding for teachers and materials?"

Secondary School,
Algoma District School Board

The Ministry of Education allows boards to create and offer "Locally Developed Courses" to serve students experiencing difficulty in the Applied stream. But the courses are only available in large high schools or in technical schools. They are not available in all boards, and they are not standardized across the province.

According to Dr. Alan King, principal investigator of *The Double Cohort Study*, "There is almost no likelihood of students who take Locally Developed courses in grade 9 ever graduating from secondary school."[2]

Each student identified as exceptional by an Identification Placement Review Committee (IPRC) must have an Individual Education Plan (IEP). Students who have not been identified formally by an IPRC may also be given an IEP. The IEP describes in writing:

- the strengths and needs of the student,
- the special education program and services that are needed, and
- how the student's program and services will be delivered.

The IPRC will recommend a placement or program for the student. The Ministry of Education requires that boards maintain a range of placements. IPRCs select the placement that best meets the students' needs and the parents' wishes.

In our 2002/03 survey, 44% of schools reported that they offered courses such as learning strategies and life skills. Students who have not been identified as special needs may also enrol in these courses.

Schools reported the following programs or placements, with many schools reporting more than one:

- learning disabilities (27%),
- remedial/learning centres or teachers (25%),
- intellectual exceptionality (including mild intellectual delay, developmentally handicapped)(22%),
- intellectual exceptionality (gifted) (19%),
- behavioural exceptionalities (13%),
- communications disorders (autism, deaf/hard-of-hearing) (7%),
- physical disabilities (7%), and
- multiple exceptionalities (2%).

"The volume of paperwork has increased to a level whereby there is virtually no time to work with students. Futhermore, the timelines associated with the paperwork are impossible to meet. I used to be a Learning Support Teacher, I am now a paper/form generator. I would like to teach again."

Secondary School,
Thames Valley
District School Board

Integration

In our 2002/03 survey:

- 89% of special education students were integrated into regular classes, compared to 85% in 2000/01.

Many secondary special education students are integrated into regular classrooms for all or a significant part of their school time. Special education teachers who provide support to these students often work with three to eight other subject teachers per student. With an average of 46 students per special education teacher, it is difficult for teachers to provide extensive amounts of direct support to each student.

Waiting Lists

The number of students on waiting lists for services in secondary schools tends to be fairly low. This is because most special education students are identified in elementary school.

"The Funding Formula needs to be updated. Guidance and special education need increases in funding to maintain levels of service. Reduce paperwork for special education."

Secondary School,
Thames Valley
District School Board

There has been a slight decrease in the number of students waiting for assessment for special education services this year, however there has been an overall increase since 2000/01. There was a slight increase in the numbers of students waiting for IPRC.

AVERAGE NUMBER OF STUDENTS PER SCHOOL WAITING FOR SPECIAL EDUCATION SERVICES			
	2000/01	2001/02	2002/03
Assessment	3.8	4.92	4.34
IPRC	3.9	3.68	3.83
Placement	1.8	1.58	1.12

"While we have assigned psychologists, etc., they are just now finishing ISA (18 months!) and have not been in the school regularly."

Secondary School,
Ottawa-Carleton
District School Board

It was interesting to note that about one in ten of the schools that commented on special education commented on assessment. They said there was no money for assessment, there were long waiting lists, or a restriction on the numbers of students who could be assessed each year. One in five commented that the volume of paperwork took time away from students.

For the past year and a half special education staff in most boards have been working to process ISA claims in order to establish a baseline of funding for high needs students.

The increase in the number of students at the secondary level waiting for assessment and identification for special education services may be a response to the difficulties with the new curriculum.

Psychologists

Psychologists assess students and make recommendations to teachers, parents, students and the IPRC for appropriate program modifications and placements. They may provide additional consultation to parents and teach-

ers.

In our 2002/03 survey:

- 21% of schools reported having the regularly scheduled services of a psychologist, down from 29% in 2000/01.
- in schools reporting regularly scheduled hours, psychologists were available for an average of 9 hours per month, compared with 18 hours in 2000/01.

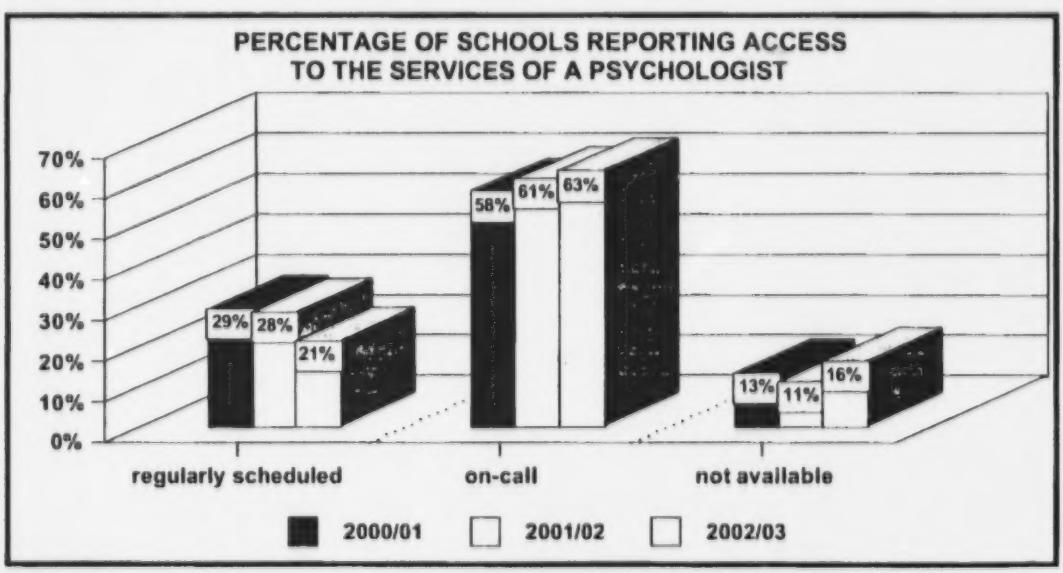
Our survey also shows:

- 63% of schools reported access to a board psychologist on an on-call basis, compared with 58% in 2000/01, and
- 16% reported no access to the services of a board psychologist, compared with 13% in 2000/01.

AVERAGE HOURS PSYCHOLOGIST AVAILABLE		
2000/01	2001/02	2002/03
18	15	9

Social Workers

Social workers provide counselling for students, families and groups within a school setting. They provide consultations to teachers, referrals to community services and coordination of services.



"Budget cuts have hit those who help kids the most. With all the cutbacks to community agencies, the waiting lists have grown longer and an 18-month wait for help is no good in a crisis. The recent scrapping of services provided by the board's youth counsellors due to budget cuts will put even more strain on already overworked social workers."

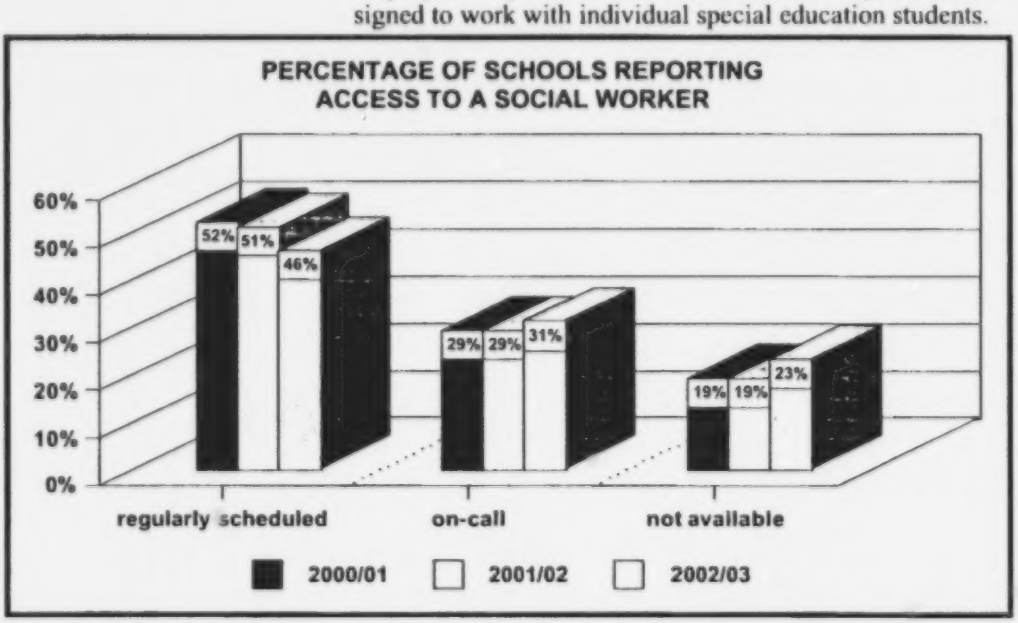
Marcia Powers-Dunlop,
Coordinator of Social Work
Toronto District School Board[3]

In our 2002/03 survey:

- 46% of schools reported having the regularly scheduled services of a social worker, compared with 52% in 2000/01,
- in schools reporting regularly scheduled services, the number of hours available per month has not changed since 2000/01,
- 31% of schools had access on an on-call basis, compared with 29% in 2000/01, and
- 23% reported no access to the services of a board social worker, compared with 19% in 2000/01.

Youth Workers

Youth Workers help adolescents with psycho-social and relationship problems. In some boards they work with students who are facing problems like depression and sexual abuse, helping them to stay in school. They can also be employed in special education classes, and may be assigned to work with individual special education students.



In our 2002/03 survey:

- 20% of schools reported having the regularly scheduled services of a youth worker, compared to 32% in 2000/01,
- 26% of schools had access on an on-call basis, compared to 20% in 2000/01,
- 54% of schools reported that the services of a youth worker were not available, compared to 48% in 2000/01, and
- in schools reporting regularly scheduled services, youth workers were available for an average of 73 hours per month, compared to 63 hours per month in 2000/01.

The Judicial Review of Special Education Cuts in Ottawa

In August 2002, provincially appointed supervisor Merv Beckstead cut $3.7 million from special education in the Ottawa-Carleton District School Board (OCDSB). In October, parents filed a judicial review of the cuts. On December 13, 2002 Mr. Justice Albert Roy of the Superior Court of Justice ruled that neither the board nor the supervisor had the legislative authority to make cuts to staff and programs that resulted in changes in student placements without consulting with parents.

Regulation 181/98 of the Education Act states that any change in the placement of exceptional students must be made through the IPRC process. Parents must be consulted and have an opportunity to appeal decisions. Until the appeal process is complete, services are to remain unchanged.

Justice Roy said the obvious remedy for the OCDSB was to "maintain the status quo, established in May and June 2002, until all provisions of regulation 181/98 have taken place." [4]

In January 2003, the board announced it would not

appeal Justice Roy's decision. Counsel for both parties announced that staff cuts at the secondary level would be partially reversed.

The High Failure Rate on the Grade 10 Literacy Test

Results of the 2002 Grade 10 Literacy Test show worrying trends. While 87% of the students in the Academic Stream passed the test, only 44% of the students in the Applied Stream were successful.[5] Results for students in Special Education and Locally Developed Courses are even worse. Only 40% of students identified as special needs passed the test. Students in Locally Developed programs constituted just 3% of students but only 12% of them passed the test.[6]

Successful completion of the test is a prerequisite for graduation, which means that over 30,000 students each year may now be unable to graduate.

Addressing the Needs of At-Risk Students

On December 5, 2002, the Minister of Education received an interim report from the At-Risk Working Group. The group was commissioned by the province to examine needs of elementary and secondary students who are performing significantly below provincial grade level expectations and the needs of secondary students who would formerly have studied at the modified or Basic level. The report recommends a number of strategies and interventions to provide at-risk students with the learning opportunities and supports they need to be successful.

The At-Risk Working Group requested that the Ministry of Education move forward as quickly as possible with the recommendations in order to prevent a large group of disengaged students from believing they have no hope of graduating.

In February 2003, the Minister acknowledged that

the new secondary school curriculum is problematic for students who would formerly have been in the Basic or General levels. She said she would soon announce an "alternative assessment tool" to the Ontario Secondary School Literacy Test but has not addressed any of the other recommendations of the At-risk Working Group.

Recommendations:

People for Education recommends that the provincial government:

- adequately fund the Special Education Per Pupil Amount (SEPPA), and protect the allocations in the Funding Formula for psychologists and social workers,
- ensure that boards with small populations have access to these professionals,
- provide funding for a sufficient number of special education teachers and educational assistants to allow school boards the flexibility to make local choices about how to deliver special education programs,
- develop an appropriate curriculum for students who would previously have studied at the basic level in secondary school, and
- develop an alternative secondary school graduation certificate outlining the skills and accomplishments of students studying at a basic level.

BEST COPY AVAILABLE

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL teachers and programs in secondary schools are declining in number at a time when immigration to Ontario is on the rise. Statistics Canada census findings report that Ontario attracted 149,900 immigrants in 2000/01, about 33,100 more than in 1999/2000. Although the province's population accounts for less than 40% of the population of the country, almost 60% of all immigrants arriving in Canada settled in Ontario, primarily in large urban areas.[1]

In our 2002/03 survey:

- 33% of schools reported that they had ESL programs, compared to 35% in 2000/01, and
- 10% of responding schools reported that they had ESL students, but no ESL programs or teachers to support them, up from 4% in 2000/01.

Research regarding the acquisition of a second language shows that it takes between five and ten years to achieve complete proficiency.[2] The provincial ESL curriculum document states: "[ESL/ELD*] students need to be given time to develop their skills in English before their achievement can be assessed according to the criteria used for other students." [3]

The curriculum notes: "Most ESL/ELD students are able to use English to communicate in social situations and day-to-day classroom interactions within one or two years. However, students may require *from five to seven years* [original emphasis] to develop the ability to understand the academic language used in textbooks and to use English to express the increasingly complex and abstract concepts encountered in the higher grades." [4]

Despite this evidence, Ontario students learning English

* *English Language Dialect*

as a Second Language face a number of challenges:

- students are ineligible for ESL support after they have been in Canada for three years, regardless of their ability to comprehend English, and
- the mandatory Grade 10 Literacy Test, which is based on the Grade 10 English curriculum, puts ESL secondary school students at a disadvantage in their ability to acquire a secondary school diploma.

Grade 10 Literacy Test

All students must pass the Ontario Secondary School Literacy Test in order to receive the Ontario Secondary School Diploma. In 2002, 63% of ESL students failed the test, compared to a 25% failure rate for all students writing the test.[5]

ESL students may temporarily defer writing the Literacy Test. Some students may be given more time and/or a smaller group setting in which to write it. Of ESL students who were given these accommodations in 2002, 57% failed part or all of the test.[6] For many ESL students, the requirement to pass the Literacy Test makes the acquisition of a diploma unlikely.

Recommendations:

People for Education recommends that the provincial government change the criteria for English as a Second Language funding to:

- accommodate all students who do not speak English, regardless of place of birth,
- provide ESL instruction until students are proficient in English, and
- modify the Ontario Secondary School Literacy Test to address the needs of ESL students.

BEST COPY AVAILABLE

LIBRARY

In secondary schools, teacher-librarians work with teachers to coordinate library resources with curriculum needs, develop library collections and provide research instruction. Library technicians maintain the library collection, and catalogue and manage the circulation of the library's resources.

"The Funding Formula may be equal but it certainly is not equitable. As for funding in the area of school-based staff, smaller schools and rural boards are also compromised. Libraries can only be staffed partially, thereby not allowing the library to stay open throughout the day when students need it most."

Secondary School,
Upper Canada
District School Board

The Funding Formula provides funding for one full-time teacher-librarian for every 909 students in a school board. Forty-three per cent of the schools in our 2002/03 survey had too few students to generate funding for a full-time teacher-librarian. School boards have the option of making cuts in areas like textbooks, guidance counsellors or administration to pay for services they want to offer, such as teacher-librarians.

In a study on the impact of libraries on academic achievement, researcher Keith Curry Lance found that, "Students at schools with better funded school libraries tend to achieve higher test scores, whether their schools and communities are rich or poor and whether adults in the community are well or poorly educated. The size of a library media centre staff and collection is the best school predictor of student achievement."[1]

Staffing

In our 2002/03 survey:

- schools reported one full-time teacher-librarian for every 1,125 students, compared to 1,026 in 2000/01,
- 60% of schools had at least one full-time equivalent teacher-librarian, compared to 59% in 2000/01,
- 19% of schools had a part-time teacher-librarian only, unchanged since 2000/01,
- 46% of schools had a library technician, compared to 36% in 2000/01, and
- 11% of schools reported the use of a library technician without any teacher-librarian available, compared to 10% in 2001/02.*

"A room full of resources is not enough - students need to learn how to find information, to choose and apply information. Good teacher-librarians are dedicated to developing students' skills, but also to developing in them the love of life-long learning."

Roch Carrier,
National Librarian of Canada[2]

Schools also reported on other forms of library staffing:

- 20% reported the use of other teachers in the library, compared to 7% in 2000/01, and
- 13% reported using others to staff the library, compared to 23% in 2000/01.

Schools reported that these other staff include library assistants, library secretaries and clerks, and educational assistants.

Hours

Schools reported that libraries were open an average of 34 hours a week. However, libraries were open and staffed an average of 27 hours a week. Schools in Small Urban and Large Urban *(see Methodology)* areas and schools reporting libraries staffed by teacher-librarians were more likely to report libraries open more than 35 hours a week.

Collections**

In 2002/03, schools reported collections ranging from 150 to 100,000 books:

- the average school library had 18 books per student, compared to 20 in 2001/02,
- the bottom 10% of schools had 5 or fewer books per student, compared to 7 or fewer books per student in 2001/02, and
- the top 10% had 33 or more books per student, compared to 36 or more in 2001/02.

* *comparison to corrected 2001/02 results.*
** *This question was asked for the first time in 2001/02.*

Recommendations:

People for Education recommends that the provincial government change the funding formula to ensure that every secondary school has a library that is open full-time, staffed by a teacher-librarian, and has an adequate, protected acquisitions budget.

BEST COPY AVAILABLE

FUNDRAISING

"We have communities that can raise $100,000 in a night, we have others that can't raise that in 10 years. In that sense, there will be inequities in the schools. You can get schools that can purchase technology, and they have a much higher ratio of machines to students, while others have a much lower ratio."

Dusty Papke, Director,
Halton District School Board[1]

Fundraising in secondary schools takes many forms. Parents, students and teachers fundraise primarily to support charities and pay for student activities, graduations and awards. They also fundraise for school necessities including textbooks, classroom or lab supplies and library books.

Our survey shows that students, parents and teachers raised $2,802,900 in 2002/03. Extrapolated province-wide, they raised approximately $14 million. In addition, local businesses, corporations, community associations and alumni contributed a total of $2,027,600, or approximately $10 million province-wide.

Fundraising by students, parents and teachers

In 2000/01 teacher support of extra-curricular activities like fundraising, sports teams and clubs was withdrawn. Because it wasn't a representative year, comparisons here are made only to 2001/02.

In our 2002/03 survey:

- 85% of schools reported that students participated in fundraising, compared to 83% in 2001/02,
- 69% of schools reported teachers fundraised, compared to 66% in 2001/02 and,
- 55% of schools reported fundraising by parents, compared to 47% in 2001/02.

In the schools that provided fundraising totals:

- the total amount raised by students, parents and teachers was $2,802,900,
- the amount fundraised per school ranged from $0 - $175,000,
- the average amount raised was $22,070 compared to an average of $18,334 in 2001/02, and
- the top 10% of fundraising schools raised as much

money in total as the bottom 79% of schools.

Our survey also shows:

- 27% of schools raised money for musical instruments, compared to 22% in 2001/02,
- 15% raised money for computers and/or software, unchanged from 2001/02,
- 12% of schools raised money for textbooks, and classroom or lab supplies, compared to 10% in 2001/02, and
- 10% raised money for library books, compared to 6% in 2001/02.

"We are very fortunate to live in a community that is able to support financially many of the activities for our students. Therefore, we are advantaged compared to some other areas of the province."

Secondary School,
Halton District School Board

Local businesses, corporations, community associations, alumni

In our survey we also asked schools if they had received money or donations of in-kind goods or services. Schools reported receiving contributions from local businesses, corporations, community associations and alumni.

Our survey shows that 82% of schools received money or donations of in-kind goods and services from these sources, compared to 78% in 2001/02.

For schools that reported this type of fundraising:

- the average amount raised per school was $19,310, compared to $21,556 in 2001/02,
- 44% of schools raised between $1,000 - $10,000, compared to 48% in 2001/02, and
- 46% of schools raised between $10,000 - $50,000, compared to 48% in 2001/02.

"Our school administration, with the support of the school council, decided to make a substance abuse counsellor available....The cost is $10,000 per year which is paid for from a combination of donations from the community, funds raised by parents and teachers, and from the school budget."

Secondary School,
Ottawa-Carleton
Catholic District School Board

We asked schools to identify the sources of these additional funds. Many schools reported more than one source.

Our 2002/03 survey reveals that:

- 59% of schools reported raising money through the use of vending machines,
- 42% reported raising money from local businesses,
- 36% reported raising money through their cafeterias,

- 32% reported raising money from community associations,
- 26% reported raising money from corporations,
- 18% reported raising money from bingos,
- 15% reported raising money from alumni associations, and
- 44% of schools reported raising money from other sources, unchanged from 2001/02.

TEXTBOOKS

This year there has been some improvement in the availability and quality of textbooks. The grade 12 curriculum is now in place, completing the implementation of the new secondary school curriculum. Over the past four years, new textbooks have been acquired for most secondary school courses, resulting in a decline in the number of schools reporting worn and out-of-date textbooks.

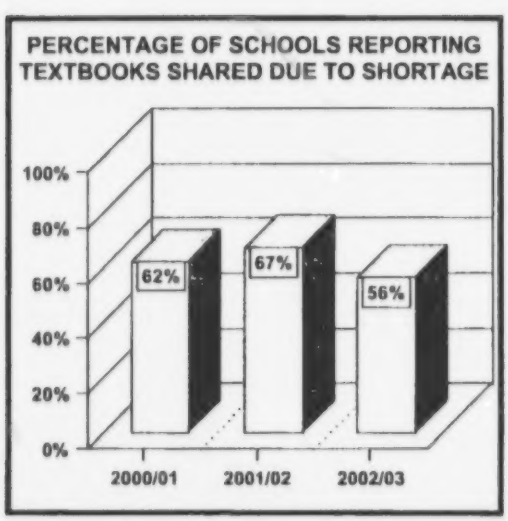
In our 2002/03 survey:

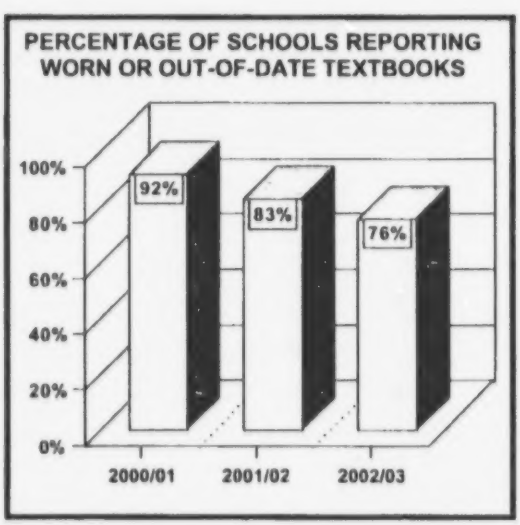
- 56% of schools reported sharing textbooks due to shortage, compared to 62% in 2000/01, and
- 76% of schools reported worn or out-of-date textbooks, compared to 92% in 2000/01.

"We are very concerned about the shortage of textbooks."

Secondary School,
Lambton Kent
District School Board

For the 2002/03 school year, boards received $100 million for secondary school textbooks in their Foundation grants. However, funding for textbook expenditures is still set at 1997 levels. In his report on the Funding Formula, Dr. Mordechai Rozanski recommended that the textbook benchmarks should be raised by 10.3% to reflect increases in the Consumer Price Index (CPI) for the period 1997-2002. Rozanski's recommendation would mean an annual





increase of $18 million in textbook expenditures.[1]

French schools and French immersion programs received their new curriculum textbooks much later than other schools because the books had to be translated. Most Grade 12 students studying the French curriculum did not receive textbooks until November or December 2002. These students are part of the double cohort, competing for limited places in colleges and universities.

"We did not get new curriculum textbooks for the Grade 12 students until November because of the extra time taken to edit and translate them."

Secondary School,
Conseil scolaire de
district du Centre-Sud-Ouest

Recommendations:

People for Education recommends that the provincial government:

- ensure funding for adequate numbers of appropriate textbooks, and
- set funding benchmarks for textbooks to reflect inflation and rising costs.

BEST COPY AVAILABLE

COMPUTER TECHNOLOGY

According to studies released by Statistics Canada, Canadian students rank among the highest in the world in terms of access to computers both at home and at school. Nearly nine out of every ten young Canadians had a computer at home, and seven out of ten had access to the Internet at home.[1]

Our survey shows that computer technology in high schools is relatively unchanged since last year:

- the number of computers per school ranged from 9 to 500, with an average of 200 computers per school, and
- schools reported an average of 5 students per computer, and a range of 1 – 48 students per computer.

For Information Technology (IT) support:

- 87% of schools reported school board technical staff providing support,
- 44% reported an in-school technician providing support,
- 72% reported having teachers who provide IT support,
- 22% reported students provide IT support,
- 55% of schools reported receiving IT support in two days or less, and
- 16% reported waiting one week or more.

Access to Computers

The Statistics Canada study notes that having access to computers does not mean that computers are being frequently used, particularly at school. "Although more than 70% of 15-year-olds used a computer at home almost every day or a few times a week, only 39% did so at school."[2]

The study found that students whose parents had higher levels of education were more likely to have access

to a computer and the Internet at home. Schools played a role in providing equitable access for students, regardless of parental differences. However, the availability of computers at school did not reduce gender differences in computer use. Fifteen-year-old girls were still less likely than boys to use computers at school.

"In 2000 a typical 15-year-old Canadian student attended a school at which there was one computer for every six students, well above the average of one computer for every 13 students within member nations of the Organization for Economic Co-operation and Development (OECD)."[3]

FEES

Historically, secondary school students in Ontario have paid an annual student activity fee. At most schools students also pay athletic fees and lab and material fees.

Ninety-six per cent of the schools in our 2002/03 sample reported subsidies available for students who are unable to pay fees. Some schools commented on their surveys that students and parents fundraise to provide these subsidies.

Student Activity Fees

Student activity fees are paid to the student council, and cover things like yearbooks, agendas, student cards and discounts on admission fees.

In our 2002/03 survey:

- 91% of schools reported student activity fees, compared to 94% in 2001/02,
- the average student activity fee was $26, compared to $24 in 2001/02 and
- fees ranged from $3 – $80, compared to $5 – $75 in 2001/02.

Athletic Fees

Athletic fees are often required of the students who play on school teams. They can be used to pay for things like ice time, referees and transportation to and from games.

In our 2002/03 survey:

- 78% of schools charged athletic fees, compared to 70% in 2001/02, and
- athletic fees ranged from $2 – $250.

Lab and Material Fees

Lab and material fees vary by course and by school board. They are charged for things like science lab supplies, photographic supplies, art supplies, design and technology materials, photocopying and workbooks.

In our 2002/03 survey:

- 77% of schools reported charging lab and material fees, compared to 75% in 2000/01,
- the total lab and material fees a student might be expected to pay ranged from $2.50 – $100, and
- the average lab and material fees a student paid was $20, compared to $24 in 2001/02.

PERCENTAGE OF SCHOOLS CHARGING LAB & MATERIAL FEES	
SUBJECT	2002/03
Art	63%
Physical Education	45%
Design & Technology	43%
Music	39%
Science	29%
Moderns	27%
Computers	24%
Business	23%
English	10%
Mathematics	5%
Geography	2%
History	2%

BEST COPY AVAILABLE

Recommendation:

People for Education recommends that the provincial government increase the Foundation Grant to provide adequate funding for materials necessary to support or complement the curriculum.

SCHOOL BUILDING

"Through our School Facilities Survey, we know that there are many schools that are in sub-standard condition. Renewal needs total approximately $6.8 billion over the next five years."[1]

Janet Ecker,
Minister of Education
August 8, 2001

The Funding Formula gives school boards $5.20 per square foot to heat, light, insure, clean and maintain schools. This amount has not changed since the Funding Formula benchmarks were established in 1997. The costs of fuel, electricity and insurance have increased significantly since then.

The Education Equality Task Force released its report in December 2002, recommending that the benchmark cost of $5.20 per square foot be updated and that additional funding be allocated for school renewal.

In the Education Equality Task Force report, Dr. Mordechai Rozanski said, "At present, the Ministry of Education allocates $266 million to school renewal on an asset base of approximately $28 billion, which amounts to less than 1% of the current facilities' estimated replacement value. I believe that this is inadequate to meet boards' school renewal needs."[2]

We asked schools to tell us when their school was built, whether repairs/renovations were complete or in process, scheduled, or required but not approved, and how many portables they have.

Eighty-three per cent of the schools in our survey were built more than 30 years ago.

"The main concern is that we are not receiving funding for repair work, equipment, painting, etc. Money for this has to come from the regular school budget, which itself has been severely reduced. In addition, lower funding to the board has meant a reduction in the number of custodial staff responsible for upkeep."

Secondary School,
Halton Region
District School Board

Repairs/Renovations

In our 2002/03 survey:

- 40% of schools reported at least one general upgrade (roof, furnace, paint, carpet, furniture, etc.) was required but not approved, compared to 39% in 2001/02,
- 43% of schools reported that a general upgrade is scheduled or completed compared to 49% in 2001/02,
- 26% of schools reported at least one renovation re-

quired but not approved, compared with 31% in 2001/02, and
- 35% reported a renovation scheduled or completed, compared to 28% in 2001/02.

"Repairs/maintenance are difficult to get in a timely fashion. The budget for improvement of facilities is negligible."

Secondary School, Thames Valley District School Board

Portables

In our 2002/03 survey:
- 39% of schools reported having portables, compared to 34% in 2001/02,
- the average number of portables per school was 7, compared to 8 in 2001/02, and
- the number of portables per school ranged from 1 to 27.

"We have more portables than general purpose classrooms, and we need a proper-sized gymnasium."

Secondary School, Simcoe County District School Board

Comments

Schools commented on their surveys that only the most urgently required repairs are being done. Some schools said insufficient funds for school renewal and maintenance mean that more and more repairs cannot be done and are being deferred.

Recommendation:

People for Education recommends that the provincial government change and sufficiently fund the school renewal allocations for repairs and renovations.

COMMUNITY USE OF SCHOOLS

"Neighbourhood schools are ideally suited as both centres of learning and community life. Promoting community use for pre-school and school age children, and broader community use of schools is consistent with the intent of the education system, as well as public objectives related to volunteerism, health and well-being."

Opening the Doors: Making the Most of Community Space, United Way Task Force on Public Space[1]

Ninety-five per cent of the schools in our 2002/03 survey reported community use of facilities.

Secondary schools are a valuable resource to communities. Their classrooms, gymnasiums, auditoriums, meeting rooms, playing fields and swimming pools serve countless educational, recreational and civic uses. These include local events and meetings, continuing education programs, sports clubs and competitions, seniors' programs, child care, fitness programs, and election polling centres.

A 2002 United Way Task Force on public space noted that "Neighbourhood schools and municipal community and civic centres are the product of long-term public investment in neighbourhood and community infrastructure. Their value must be broadly recognized, not narrowly defined, and the use of these assets should be maximized to further both educational and community objectives." [2]

User Fees

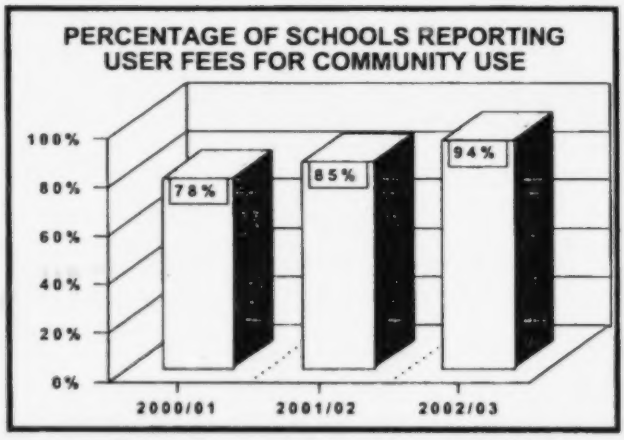
The Funding Formula does not provide for community use of schools. Prior to the introduction of the formula many school boards offered their facilities for use by community groups free of charge or at a nominal fee; now most boards charge fees or have increased fees for community use. This shift has put the use of school facilities out of reach for many community groups.

In our 2002/03 survey:

- 94% of schools reporting community use said they charge user fees, compared to 78% in 2000/01, and
- 30% of the schools charging user fees reported an increase in the amount charged since 2001/02.

"The provincial Funding Formula does not provide funding for community use of schools. Changes to education funding introduced by the province in 1998, and consequent policy changes made by school boards, jeopardize the role of schools as local assets that support all aspects of community learning and vibrant neighbourhoods."

Frances Lankin and Dr. John Evans, United Way Task Force on Community Use of Space[3]



Continuing Education and School-based Child Care

We asked if schools housed continuing education programs and school-based child care.

In our 2002/03 survey:

- 40% of schools reported continuing education programs, compared to 36% in 2001/02, and
- 16% of schools reported school-based child care programs, compared to 12% in 2001/02.

Recommendation:

People for Education recommends that the provincial government recognize and fund community use of schools in the Funding Formula.

BEST COPY AVAILABLE

BUSING

The Education Act does not specifically require school boards to provide transportation for students. Rather, the Act excuses a child from attending school if transportation is not provided by a school board and there is no school that the child has a right to attend within the walking distances specified in the Act.

These distances range from 1.6 kilometres for children under seven years of age to 4.8 kilometres for children over ten years of age.[1] In addition, students with special needs may also be bused. This cost comes from a board's transportation budget rather than from the special education budget.

Approximately 800,000 elementary and secondary students across Ontario are eligible for busing.

In our 2002/03 survey:

- 81% of secondary schools reported that some of their students are bused,
- the longest one-way ride is an hour and three-quarters,
- the average longest one-way ride is nearly an hour,
- 63% of schools reported that students take local transit, and
- 30% of the schools reporting that students take local transit said transit subsidies were available.

School Size and Region

Small schools are more likely than large schools to report that they have students who are bused. Busing also differs by region.

Ninety-three per cent of the schools in southwestern Ontario report they have students who are bused. In Toronto just over one-third of schools report students are bused. All of them are special education students.

Nearly three-quarters of the schools in northern and

BUSING BY REGION		
	% of schools with students bused	% of schools with one-way rides of one hour or more
Eastern Ontario	87%	74%
Central Ontario	83%	23%
Toronto	38%	40%
Southwestern Ontario	93%	47%
Northern Ontario	88%	70%
Large urban centres (pop. over 250,000)	49%	27%
Rural areas (by postal code)	94%	55%

eastern Ontario report some students on buses for over two hours a day, but only one-quarter of the schools in central Ontario report very long bus rides.

Late Busing

"Our late buses are inadequate, and students must walk several kilometres after drop off."

Secondary School,
Algoma District School Board

This year we asked schools to report on late busing. Late buses provide secondary school students with the opportunity to participate in extra-curricular activities after school. In previous years, some schools reported anecdotally that when late busing was cut, extra-curricular activities were adversely affected.

For 2002/03, 22% of schools reported that late busing was available.

Long Bus Rides

Long bus rides cause a number of problems. There is evidence that hours spent on buses have a detrimental effect on homework, marks, sleep patterns, study habits, and fitness levels.[2] There are some cases where long bus rides cannot be avoided, but in many cases they are a re-

sult of cost-cutting measures.

Province-wide, transportation costs approximately $575 million. According to the provincial auditor, funding for transportation declined by 7% between 1993 and 1999.[3] In the same period the number of students increased significantly, as did the costs of fuel, maintenance and insurance. The effect has been a dramatic decline in real funding for transportation.

In December 2002 the Education Equality Task Force recommended that the government increase spending on transportation by $80 million.[4] In response, the Minister of Education released $20 million in transportation funding that had previously been announced in the 2002 budget.

Recommendations:

People for Education recommends that the provincial government develop a funding formula for transportation which:

- is pegged to fuel costs,
- sets a limit on the amount of time any student may spend on the bus each day, and
- recognizes that students need to participate in activities outside of school hours.

BEST COPY AVAILABLE

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities include sports teams, clubs, school councils, yearbook and social committees. Activities are usually supervised by teachers and occasionally by administrative staff and parents. In 2001, the Minister of Education responded to recommendations of the Advisory Group on the Provision of Co-Instructional Activities to facilitate teachers' participation in extra-curricular activities by reducing the total number of courses a teacher is required to teach.

In our 2002/03 survey:

- 94% of schools reported having some extra-curricular activities, compared to 90% in 2001/02,
- the average number of sports teams per school was 23, compared to 22 teams per school in 2001/02, and
- the average number of clubs and interest activities per school was 18, compared to 15 in 2001/02.

Late Busing

In many areas of the province large numbers of students are bused to school. Over the past two years, some secondary schools have commented on their surveys that there is a link between transportation funding and extra-curricular participation. When late buses are cut, students are unable to participate in after-school extra-curricular activities.

In our 2002/03 survey, 22% of schools reported that late busing is available.

COMMENTS FROM THE SURVEYS

We asked people to tell us about their schools, what they were most pleased with and what were their biggest concerns.

The largest number of positive comments were about the excellence of the teaching staff.

Many schools made a connection between the funding formula and their areas of greatest concern. Cuts to guidance, school budget, support staff, youth counsellors and attendance counsellors were concerns for many schools.

Schools also commented about the cost in time and money of the EQAO testing, about losing caretaking staff, schools in desperate need of repairs and renovations, and a general lack of cleanliness.

"Wonderful school – committed, talented staff – motivated, bright, high-achieving, involved students – supportive and involved parents and alumni. Building is in very bad physical condition, needs replacement more than renovation. Incredibly small library, gyms, computer rooms. Musical groups are prolific and talented, but some of the instruments are older than the adults in the building."

Secondary School,
Toronto District School Board

"I am very concerned about the administrative time needed to deliver the EQAO tests, both literacy and mathematics. It is clear from instructions that we get from the EQAO office that they have not developed a comprehensive long-term vision for their testing program and schools are struggling with the ever increasing workload that is demanded by their mandates....We have had to hire extra staff using money that could have been used to buy textbooks and computers and other student supplies. Boards have repeatedly advised EQAO of the burden of their administrative requirements....There is rarely a time period when we are not required to be working on some aspect of the testing process. And this is on top of any work we would be trying to do in preparing students for the content of these tests. It is clear that this is a monster out of control."

Secondary School,
Peel District School Board

METHODOLOGY

METHODOLOGY

This is our third annual survey of Ontario secondary schools. The survey is modelled on the People for Education Elementary Tracking Project, now in its sixth year. We developed it from two sources: the Essential Schools project of the Education Finance Committee of the former Toronto Board of Education and the work of the Tracking Impacts Coalition. We also worked in consultation with parents from around the province.

The survey acts as an information tool for parents and Ontario citizens. It focuses on the quantifiable resources available in schools across the province, tracking any disparities or changes which occur. The resulting data provides an annual picture of the effects of education policy and funding shifts.

Surveys were mailed to every public and Catholic secondary school in Ontario in October 2002. Translated surveys were sent to schools in French-language boards. Copies were sent to school councils and to school principals. Double copies were initially screened out by the Tracking Coordinator who assigned an identification number and contaced the school when conflicting information was submitted. To prevent duplicates, school council chairs and principals were encouraged to complete the survey together. Confidentiality of individual school responses was guaranteed. Where direct quotes are used, permission was obtained.

Parents in the People for Education Network worked in their regions to ensure a high response rate. Responses were returned by fax or mail by December 23, 2002, and the results compiled. The initial data file was combed for duplicates and for inputting errors. Frequencies, mean averages, and other basic statistical analyses were then run. Simple calculations and cross tabulations were also done.

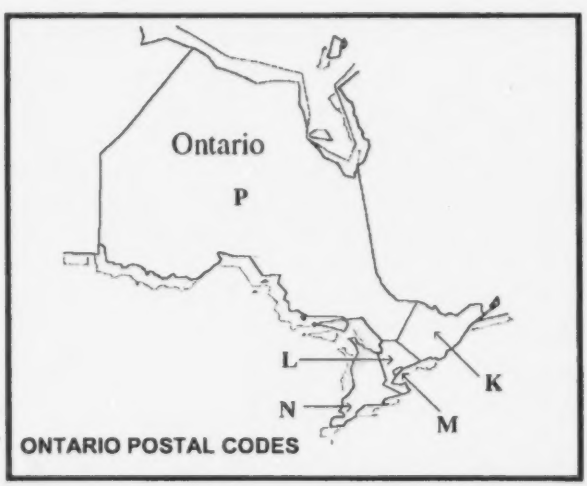
Student-to-staff ratios were calculated province-wide for schools which reported Full-Time Equivalents in both variables. Calculations were rounded to the nearest whole number, so cumulative percentages do not always add up to 100%. Where significant, comparisons by region, school size, and population centres were noted.

Where significant shifts were found year-over-year, the trends were confirmed by a comparison of the smaller sample of repeating schools. The number of respondents for each section is reported in Appendix B.

This year's sample of 168 is up 29% over 2000/01 and 14% over 2001/2002. Repeat schools from 2001/02 comprise 49% of the 2002/03 sample, up from 39% in 2001/02. Board participation rates are also up with schools from fifty-one district school boards participating. The provincial response rate is 20% of Ontario secondary schools.

Ninety per cent of the respondents reported they are grade nine to OAC schools. Eighty-one per cent reported their school year is semestered.

The distribution of respondent schools continues to be well-balanced regionally.



ONTARIO POSTAL CODES

When respondent schools are categorized according to

DISTRIBUTION OF RESPONDENT SCHOOLS BY POSTAL CODE				
REGION	*ACTUAL PROVINCE-WIDE*	2000/01	2001/02	2002/03
Eastern (Postal Code K)	*19%*	20%	13%	19%
Central (Postal Code L)	*28%*	24%	31%	25%
Toronto (Postal Code M)	*18%*	14%	19%	16%
Southwestern (Postal Code N)	*19%*	24%	22%	26%
Northern (Postal Code P)	*16%*	18%	15%	14%

BEST COPY AVAILABLE

student population, they continue to show a reliable pattern.

DISTRIBUTION OF RESPONDENT SCHOOLS BY SIZE			
# OF STUDENTS	2000/01	2001/02	2002/03
under 250 (Very Small)	14%	9%	10%
250-666 (Small)	23%	23%	23%
667-908 (Medium)	14%	16%	11%
909-1200 (Large)	25%	25%	25%
over 1200 (Very Large)	24%	27%	31%

Finally, the respondents show significant similarity over the three years of the survey when sorted by their location in a population centre. Rural schools have been designated as such by their postal code. The remainder of the sample is divided using Statistics Canada census data. Schools are identified as Town when they are located in a population centre of 10,000 people or less. Schools are designated as Small Urban when they are located in a population centre of 10,001 to 250,000 people. Large Urban schools are located in cities of more than 250,000 people.

DISTRIBUTION OF RESPONDENT SCHOOLS BY LOCATION IN A POPULATION CENTRE			
REGION	2000/01	2001/02	2002/03
Rural	22%	22%	21%
Town	18%	19%	19%
Small Urban	29%	29%	30%
Large Urban	31%	30%	30%

APPENDICES

EDUCATION ACT, SECTION 170.1

Class size

Primary division
170.1 Every board shall ensure that the average size of its elementary school classes in the primary division, in the aggregate, does not exceed 24 pupils. 2000, c. 11, s. 4.

Elementary schools
(2) Every board shall ensure that the average size of its elementary school classes, in the aggregate, does not exceed 24.5 pupils. 2000, c. 11, s. 4.
Secondary schools
(3) Subject to subsection (4.4), every board shall ensure that the average size of its secondary school classes, in the aggregate, does not exceed 21 pupils. 2001, c. 14, Sched. A, s. 3.

Exception, board resolution
(4) A board may pass a resolution specifying that the average size of its secondary school classes, in the aggregate, may exceed 21 pupils by an amount that is equal to or less than one pupil. 2001, c. 14, Sched. A, s. 3.

Same
(4.1) A resolution under subsection (4) shall be passed at a meeting that is open to the public. 2001, c. 14, Sched. A, s. 3.

Same
(4.2) The Minister may make regulations governing resolutions under subsection (4), including but not limited to regulations,
(a) respecting processes and timing related to the passing of a resolution under subsection (4);
(b) respecting the period of time in respect of which a resolution under subsection (4) may apply;
(c) specifying any matter related to the increase in the maximum average aggregate size of secondary school classes that a resolution under subsection (4) must set out or provide for;
(d) requiring boards to implement provisions contained in a resolution under subsection (4);
(e) requiring boards to make copies of a resolution under subsection (4) available to the public, in the manner specified in the regulation;
(f) requiring boards to provide copies of a resolution under subsection (4) to persons specified in the regulation. 2001, c. 14, Sched. A, s. 3.

Same
(4.3) A regulation made under subsection (4.2) may be general or specific. 2001, c. 14, Sched. A, s. 3.

Same
(4.4) A board that has passed a resolution in accordance with subsections (4) and (4.1) and any regulations made under subsection (4.2) shall ensure that the average size of its secondary school classes, in the aggregate, does not exceed the maximum average aggregate class size specified in the resolution. 2001, c. 14, Sched. A, s. 3.

Exception, permission of Minister
(4.5) The average size of a board's classes, in the aggregate, may exceed the maximum average class size specified in subsection (1), (2), (3) or (4.4), as the case may be, to the extent that the Minister, at the request of the board, may permit. 2001, c. 14, Sched. A, s. 3.

Same

(4.6) In giving permission under subsection (4.5), the Minister may impose conditions and the board shall comply with those conditions. 2001, c. 14, Sched. A, s. 3.

Regulations
(5) The Lieutenant Governor in Council may, by regulation,
(a) establish the methods to be used by a board to determine average aggregate class sizes for the purposes of this section;
(b) exclude any type of class, course or program from the determination of average class size;
(c) require boards to prepare reports containing such information relating to class size as is specified by the regulation;
(d) require boards to make reports required under clause (c) available to the public, in such manner as is specified in the regulation;
(e) require boards to submit reports required under clause (c) to the Minister, in such manner as is specified in the regulation;
(f) specify dates as of which determinations shall be made under this section;
(g) define terms used in this section for the purposes of a regulation made under this section. 2000, c. 11, s. 4.

Number of Responses per Survey Question
Secondary Schools 2002/03

QUESTION	(N)
Enrolment and Staff	168
Class Size	150
Special Education	164
Psychologists, Social Workers and Youth Workers	161
English as a Second Language	157
Library	165
Fundraising	164
Textbooks	165
Computer Technology	168
Fees	167
School Building	166
Community Use	166
Busing	167
Extra-curricular	160
Comments	74

NUMBER OF SCHOOLS RESPONDING PER DISTRICT SCHOOL BOARD

Board #	# of Schools		Board #	# of Schools
1	4		34B	—
2	6		35	1
3	1		36	—
4	2		37	—
5A	1		38	—
5B	1		39	1
6A	1		40	3
6B	2		41	—
7	3		42	2
8	3		43	1
9	4		44	—
10	7		45	—
11	8		46	—
12	24		47	1
13	4		48	—
14	7		49	—
15	4		50	1
16	3		51	1
17	7		52	—
18	7		53	2
19	8		54	—
20	5		55	1
21	2		56	—
22	3		57	1
23	3		58	2
24	5		59	1
25	7		60A	1
26	8		60B	—
27	1		61	1
28	1		62	—
29	2		63	1
30A	1		64	—
30B	—		65	—
31	—		66	1
32	—		school authority	—
33A	—			
33B	—			
34A	1		Total	168

CLASS SIZE

SECONDARY	# staff per 1,000 students		Average salary + % benefits	$ per pupil for supplies and services	$ Allocation per pupil
Classroom Teacher Class size: 22:1	Class Tchr. Supply Tchr. Staff development Teacher Adviser	40.90 0.00 0.00 1.05	50,975 + 12% 50,975 + 12%	 61 12 	2,468
Teacher Assistants		0			0
Textbooks and Learning Materials				100	100
Classroom Supplies				173	173
Classroom Computers				56	56
Library and Guidance Services	Tchr. Librarian Guidance Tchr.	1.1 2.6	50,975 + 12%		211
Professional/Para-Professional Supports		2.1	43,686 + 14.8%		105
Prep Time		8.39	50,975 + 12%		479
In-School Administration	Principal VP Dept. head allowances Secretary	1.1 1.5 9.0 5.33	86,479 + 12% 76,337 +12% 3,262 + 12% 29,859 + 18%	 5	460
Classroom Consultants		0.54	70,171 + 12%		42
TOTAL FOUNDATION GRANT		**64.61 (excl. department heads)**		**407**	**4,094**

BEST COPY AVAILABLE

ENDNOTES

ENDNOTES

Executive Summary

1. Education Equality Task Force, *Investing in Public Education: Advancing the Goal of Continuous Improvement in Student Learning and Achievement* (Toronto: Education Equality Task Force, 2002).

2. Kenneth Leithwood, Michael Fullan, Nancy Watson, *The Schools We Need: Recent Education Policy in Ontario and Recommendations for Moving Forward* (Toronto: Ontario Institute for Studies in Education, University of Toronto, Jan. 2003).

3. Alan King, *Double Cohort Study: Phase 2 Report for the Ontario Ministry of Education* (Aug. 2002). <http://www.edu.gov.on.ca/eng/document/reports/reports.html#post>

4. United Way Task Force on Public Space. *Opening the Doors: Making the Most of Community Space* (Toronto: United Way of Greater Toronto, Dec. 2002). <http://www.unitedwaytoronto.com/who_we_help/social_issues.html>

5. Suzie Boss, "Big Lessons on a Small Scale," *Northwest Educational Magazine*, Vol. 6, No. 2, (Winter 2000). <http://www.nwrel.org/nwedu/winter_00/1.htm>

6. Education Quality Accountability Office, *Ontario Secondary School Literacy Test, February 2002: Report of Provincial Result* (Toronto: Queen's Printer for Ontario, Sept. 2002), p. 11. <http://www.eqao.com/eqao/home_page/pdf_e/02/02P021e.pdf>

7. Statistics Canada, *The Daily*, Sept. 25, 2001. <http://www.statcan.ca/Daily/English/010925/d010925a.htm>

8. Education Quality Accountability Office, p. 12.

9. Office of the Provincial Auditor of Ontario, *2000 Annual Report. Special Report on Accountability and Value for Money* (Toronto: tabled Nov. 21, 2000).

Enrolment and Staff

1. Suzie Boss, "Big Lessons on a Small Scale," *Northwest Educational Magazine*, Vol. 6, No. 2, (Winter 2000). <http://www.nwrel.org/nwedu/winter_00/1.htm>

2. People for Education, *Ontario School Closing List* (Toronto: People for Education, Feb. 2003). <http://www.peopleforeducation.com/reports/smllschl/closelst.PDF>
3. Ontario Ministry of Education, *Student Focused Funding: Technical Paper* (Spring 2002), p. 49. <http://www.edu.gov.on.ca/eng/funding/e0203tech.pdf>

Special Education

1. Kenneth Leithwood, Michael Fullan, Nancy Watson, *The Schools We Need: Recent Education Policy in Ontario and Recommendations for Moving Forward* (Toronto: Ontario Institute for Studies in Education, University of Toronto, Jan. 2003), p. 10.

2. Alan King, *Double Cohort Study: Phase 2 Report for the Ontario Ministry of Education* (Aug. 2002), p. 53. <http://www.edu.gov.on.ca/eng/document/reports/reports.html#post>

3. Louise Brown, "Cutbacks erode aid services for at-risk teens," *Toronto Star*, Feb. 18, 2003.

4. OCDSB Special Education Advisory Committee (SEAC) Press Release, "Judicial review of Spec Ed cuts Decision," Dec.13, 2002. <http://www.ottawa-seac.ca/info/judicial.htm>

5. Education Quality Accountability Office, *Ontario Secondary School Literacy Test, February 2002: Report of Provincial Result* (Toronto: Queen's Printer for Ontario, Sept. 2002), p. 11. <http://www.eqao.com/eqao/home_page/pdf_e/02/02P026e.pdf>

6. Ibid. p. 12.

English as a Second Language

1. Statistics Canada, *The Daily*, Sept. 25, 2001. <http://www.statcan.ca/Daily/English/010925/d010925a.htm>

2. James Cummins, "Age on Arrival and Immigrant Second Language Learning in Canada: A Reassessment," *Journal of Applied Linguistics*, Vol. 2 (1981), pp. 132-49.

3. Ontario Ministry of Education, *The Ontario Curriculum, Grades 1-8: English as a Second Language and English Literacy Development, A Resource Guide* (Toronto: The Queen's Printer for Ontario, 2001), p. 6.

4. Ibid. p.11.

5. Education Quality Accountability Office, *Ontario Secondary School Literacy Test, February 2002: Report of Provincial Result* (Toronto: Queen's Printer for Ontario, Sept. 2002), p. 11. <http://www.eqao.com/eqao/home_page/pdf_e/02/02P021e.pdf>
6. Ibid. p. 12.

Library

1. Keith Curry Lance, "The Impact of School Library Media Centers on Academic Achievement," (Office of Educational Research, U.S. Dept. of Education, 1994).

2. People for Education, *School Libraries: An Endangered Service* (Toronto: People for Education, May 2002). <http://www.peopleforeducation.com/reports/library/library.html>

Fundraising

1. Alexandra Lopez-Pacheco, "Business fills funding void in public schools, Inequities persist," *The Financial Post*, Aug. 16, 2002.

Textbooks

1. Education Equality Task Force, *Investing in Public Education: Advancing the Goal of Continuous Improvement in Student Learning and Achievement* (Toronto: Education Equality Task Force, 2002), p. 100.

Computer Technology

1. Statistics Canada, "Computer access at school and at home 2000," *The Daily*, Oct. 29, 2002. <http://www.statcan.ca/Daily/English/021029/d021029a.htm>

2. Ibid.

3. Ibid.

School Building

1. Janet Ecker, "Back-to-School Plan Presentation to Caucus," Aug. 8, 2001. <http://www.peopleforeducation.com/reports/fundplcy/bck2schl.html>

2. Education Equality Task Force, *Investing in Public Education: Advancing the Goal of Continuous Improvement in Student Learning and Achievement* (Toronto: Education Equality Task Force, 2002), p.40.

Community Use of Schools

1. United Way Task Force on Public Space, *Opening the Doors: Making the Most of Community Space,* (Toronto: United Way of Greater Toronto, Dec. 2002). <http://www.unitedwaytoronto.com/who_we_help/social_issues.html>

2. Ibid. p. 5.

3. Frances Lankin and Dr. John Evans, "Our Shrinking Public Space," *Toronto Star*, Nov. 15, 2002. <http://www.unitedwaytoronto.com/who_we_help/social_issues.html>

Busing

1. *The Education Act*, R.S.O. 1990, Part II, School Attendance, Sec. 21(2). <http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/90e02_e.htm#P1775_103062>

2. B. Zars, "Long Rides, Tough Hides: Enduring Long School Bus Rides," <http://ruraledu.org/zars_busing.htm>

3. Office of the Provincial Auditor of Ontario, *2000 Annual Report. Special Report on Accountability and Value for Money* (Toronto: tabled Nov. 21, 2000).

4. Education Equality Task Force, *Investing in Public Education: Advancing the Goal of Continuous Improvement in Student Learning and Achievement* (Toronto: Education Equality Task Force, 2002), p. 49.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC REPRODUCTION RELEASE

I. Document Identification:

Title: The 2003 Secondary School Tracking Report: Diminishing Support in a Harsher Environment

Author: People for Education

Corporate Source:

Publication Date: MARCH 2003

II. Reproduction Release:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please check one of the following three options and sign the release form.

✓ Level 1 - Permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) and paper copy.

___ Level 2A - Permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only.

___ Level 2B - Permitting reproduction and dissemination in microfiche only.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no option is marked, documents will be processed at Level 1.

Sign Here: "I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature: [signature]

Printed Name: JACQUI STRACHAN

Address: P.O. Box 64, Station P
Toronto, ON, CANADA
M5S 2S6

Position: MANAGING DIRECTOR

Organization: PEOPLE FOR EDUCATION

Telephone No: 416-534-0100

Date: JUNE 24, 2003

III. Document Availability Information (from Non-ERIC Source):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:

Address:

Price per copy: Quantity price:

IV. Referral of ERIC to Copyright/Reproduction Rights Holder:

If the right to grant this reproduction release is held by someone other than the addressee, please complete the following:

Name:

Address:

V. Attach this form to the document being submitted and send both to:

Velma Mitchell, Acquisitions Coordinator
ERIC Clearinghouse on Rural Education and Small Schools
P.O. Box 1348
1031 Quarrier Street
Charleston, WV 25325-1348

Phone and electronic mail numbers:

800-624-9120 (Clearinghouse toll-free number)
304-347-0467 (Clearinghouse FAX number)
mitchelv@ael.org